### Reading Foundational Skills

#### Phonics and Word Recognition

<table>
<thead>
<tr>
<th>RF.2.3</th>
<th>Know and apply grade-level phonics and word analysis skills in decoding words.</th>
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<tbody>
<tr>
<td>RF.2.3.a</td>
<td>Distinguish long and short vowels when reading regularly spelled one-syllable words.</td>
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<tr>
<td>RF.2.3.b</td>
<td>Know spelling-sound correspondences for additional common vowel teams.</td>
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<tr>
<td>RF.2.3.c</td>
<td>Decode regularly spelled two-syllable words with long vowels.</td>
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<tr>
<td>RF.2.3.d</td>
<td>Decode words with common prefixes and suffixes.</td>
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<tr>
<td>RF.2.3.e</td>
<td>Identify words with inconsistent but common spelling-sound correspondences.</td>
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<tr>
<td>RF.2.3.f</td>
<td>Recognize and read grade-appropriate irregularly spelled words.</td>
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#### Fluency

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<thead>
<tr>
<th>RF.2.4</th>
<th>Read with sufficient accuracy and fluency to support comprehension.</th>
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<tbody>
<tr>
<td>RF.2.4.a</td>
<td>Read on-level text with purpose and understanding.</td>
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<tr>
<td>RF.2.4.b</td>
<td>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</td>
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<tr>
<td>RF.2.4.c</td>
<td>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</td>
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WRITING

Text Types and Purposes

W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Production and Distribution of Writing

W.2.4 (Beginns in Grade 3.)

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build & Present Knowledge

W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

W.2.9 (Beginns in Grade 4.)

Range of Writing

W.2.10 (Beginns in Grade 3.)

LANGUAGE

Conventions of Standard English

L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.1.a Use collective nouns (e.g., group).

L.2.1.b Form and use frequently occurring irregular plural nouns. (e.g., feet, children, teeth, mice, fish). 

L.2.1.c Use reflexive pronouns (e.g., myself, ourselves).

L.2.1.d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

L.2.1.e Use adjectives and adverbs, and choose between them depending on what is to be modified.

L.2.1.f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie.; The action movie was watched by the little boy.)

L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.2.a Capitalize holidays, product names, and geographic names.

L.2.2.b Use commas in greetings and closings of letters.

L.2.2.c Use an apostrophe to form contractions and frequently occurring possessives.

L.2.2.d Generalize learned spelling patterns when writing words. (e.g., cage to badge; boy to boil).

L.2.2.e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.2.3.a Compare formal and informal uses of English.

Vocabulary Acquisition and Use

L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

L.2.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

L.2.4.b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

L.2.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

L.2.4.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, houseful; bookshelf, notebook, bookmark).

L.2.4.e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.

L.2.5.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

L.2.5.b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy.)

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